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ABSTRACT

The Help-a-Child Tutoring Project was designed to provide college students with practical tutor/teaching experience while also providing local school children with academic tutors. This project description has six subdivisions, which present brief descriptions of: (1) the project's recent history; (2) the organization and sequence of the program; (3) instructional objectives and learning experiences; (4) estimated expenses; (5) syllabi of college courses associated with the project; and (6) other curricular information. A twelve-page listing of references and a three-page summary description of the project are attached as appendixes. (Author/JD)

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Help-a-Child Tutoring Project

Peter H. Wood

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I. Recent History, Processes, and Problems in Implementation

Reasons for Organizing the Tutoring Project

The Help-a-Child Tutoring Project was originated in 1969 as a variant of the traditional course in educational psychology. Help-a-Child is one of several course-related projects at Bowling Green State University which were designed to permit students to gain practical experience related to teaching while fulfilling course requirements. It was believed that a coordinated blend of educational practice (usually tutoring) and academic, psycho-social theory (coursework in educational psychology) would increase the value of each component while being of benefit to both the Bowling Green State University student-tutor and to the local school student who was being tutored. Tutoring was chosen as a practical activity for several reasons.

1. Tutoring seemed to require less teaching experience than do most other educational activities.
2. Tutoring places less of a demand upon the cooperating, local teacher who is capable of offering several tutoring opportunities within a single school class.
3. Tutoring should offer a relatively reinforcing and non-threatening entry into the public school domain.
4. Tutoring should serve to introduce the future teacher to the diagnostic-prescriptive techniques characteristic of the individualized education likely to reflect effective educational practices.
5. Tutoring activities permit the beginning student of education to begin the shift from the more passive student role to the more active teacher role.

6. Tutoring activities should permit the tutor to begin to validate the developmental and learning theories commonly taught in educational psychology.
7. Tutoring should assist the educational psychology student to begin the transfer process from the ideas learned in the college classroom to the practices of the teacher.
8. Tutoring should serve to orient the future methods class students to those gaps in their own knowledge which methods classes are designed to reduce.
9. Tutoring should benefit both the local school student and the local teacher while orienting the college student to the rewards intrinsic in the teaching activity.

Tutoring has another advantage for the beginning pre-service teacher. It permits a college student to investigate the curricular area and/or age or grade level student of most interest. As one of several, pre-service school experiences, tutoring permits the college student to gain exposure to the abilities and attitudes of a school student--while also investigating his own attitude to the proto-teaching experience. Several such school experiences with several types of school situations might assist the pre-service teacher to identify those school situations and practices which are most congruent with their own interests, attitudes and abilities. Some pre-service teachers might even be able to identify teaching as a field which does not match their own needs, expectations, interests and abilities. Relatively early identification of such occupation-related interests, congruencies or incongruencies might permit pre-service teachers to

modify their college programs in the earlier stages when such modifications are less expensive for all involved. Presently being investigated are the effects of tutoring upon tutor attitudes toward teaching--and toward self as a future teacher.

Project Procedures

One or more classes of educational psychology are identified as Help Tutoring Project classes. Although prospective project students once were asked to interview the project director before being permitted to enter the project classes, in recent times, students are permitted to register for the project classes with no prior interview or permission. During one of the initial classes of each term, project students are provided with lists of local school students which have been provided by local school teachers. These lists also indicate the student's grade level, area of probable tutoring need, name of the teacher and school, and those times when the student will be available for tutoring. The tutors identify the students that they wish to tutor --using whatever criteria they wish. School students to be tutored range from the severely retarded, non-walking student who is institutionalized to students in local TMR, EMR, L/BD, elementary, junior high, high school, and college classes of all types. Although some students make their own tutoring arrangements, the great majority choose tutoring situations from the lists provided by area school teachers. After an introductory meeting with the area school teacher, the tutors usually tutor twice each week for periods ranging from 30 to 60 minutes. The majority of the tutors work within the area schools during school hours--although some tutors do meet with their students in the home after school hours.

In addition to attending regular classes in educational psychology and tutoring in the schools, Help tutors meet for one hour each week in small groups of five or six tutors. These seminar groups are led by upper-level undergraduate "seminar leaders" who have already had tutoring experience and methods classes. These seminar leaders meet with the project director weekly and function as discussion leader/teacher/guides for their one or two seminars. The seminar leaders also read and comment upon the tutor logs produced by the tutors to describe their tutoring sessions.

Recent Modifications

The original Help Project involved three components: (1) educational psychology classes; (2) a weekly seminar in which tutors discuss their responses and solutions to their own and to others' tutoring problems; and (3) the tutoring experiences. Starting three years ago, tutoring positions which were not filled by HELP Project students were made available to students in other educational psychology classes. These students were also provided with from one to three evening lectures (optional attendance) in which various tutoring techniques were presented. Most recently, the tutoring seminars have been opened up to non-Help tutors who were willing to pay the $10 fee and were willing to attend and participate on a regular basis. One quarter hour of independent study credit was made available to those who wished credit for this tutoring and seminar experience.

The present population of students associated with the Help Tutoring Project can be subdivided into five groups.

1. Students enrolled in one of the Help classes of educational psychology who tutor and attend tutoring seminars.

2. Students enrolled in another educational psychology class who tutor and attend tutoring seminars.

3. Students who are not enrolled in educational psychology but who do attend seminar and tutor (rare).

4. Educational psychology students who tutor but do not attend a tutoring seminar.

5. Non-educational psychology students who tutor but do not attend seminars related to tutoring.

Since the Help Project can be most clearly defined attention is restricted to the goals, objectives and procedures of the first group--the Help educational psychology class with seminar and twice-weekly tutoring--the descriptions which follow will tend to be limited to this group. Students in other educational psychology classes will meet quite similar goals. Where the class and seminar goals differ, the goals and procedures characterizing each will be identified.

Some Problems

There are a variety of problems associated with a tutoring project.

(1) Funding is always a problem with any activity which requires anything beyond the traditional college facilities. The seminar leaders are payed through a student fee of $10. This provides approximately $80 to $100 for the seminar leader who meets with two groups each term. Any insurance--liability, travel, etc.--is also paid for by the student--as are travel expenses.

(2) Supervision of a large number of tutors who are scattered widely seems to be virtually impossible. A type of second-hand supervision of those in seminars is accomplished by having the seminar leaders read and comment upon the tutor descriptions of tutoring pre-

sented and maintained via a tutoring log or casebook. The time required to read and respond to approximately two tutoring descriptions per tutor per week makes it virtually impossible for tutors without seminar leaders to be supervised in even this cursory manner. The effort required to read and respond to these logs limits the number of tutors that can be assigned to any one seminar leader--and tends to preclude the use of unpaid seminar leaders.

(3) The time limitations involved in the ten-week term make it very difficult to train tutors early enough for them to be functioning as experienced tutors for more than part of the term. The approach tends to be to hope that the virtually untrained tutor will provide service as a listener, homework helper and model of academic success while gaining skills in tutoring. It always seems that the tutor spends more of the term learning how to tutor than as a clearly goal-directed, academic tutor. The time limitations impinging upon the classroom teacher, the busy tutor (who has several other classes), and the busy seminar leaders (who are often student teaching) also tend to reduce effectiveness.

(4) While tutoring tends to assist the tutor to begin the transfer of psycho-social concepts and principles to teacher-like behaviors, tutoring also tends to distract the tutor from those ideas which do not relate immediately and obviously to tutoring. Educational psychology tends to be a foundations course intended to expose the student to a wide variety of ideas. The specific demands imposed upon both the tutor and the educational psychology teacher tend to shift attention and tutor-preceived value away from those ideas which may be useful in the future but which are not immediately perceived as helpful to

(5) Training for the seminar leaders also presents problems. Very little of their formal training has prepared them to work as small group leaders who must deal with a wide variety of academic problems. The requirement that they have already had methods courses tends to limit seminar leader selection to seniors who will not be available for more than a few terms. Those seminar leaders who have had the best background (in terms of methods courses and previous field-experience) are usually those who have the most demands upon their time. They have little time for training; and usually have more than sufficient credit so that payment for training via credit hours is not practical. There are no funds to pay them for their training even if there were someone to train them, and they had time for the training.

II. Organization and Sequence of the Program

The Educational Psychology Class Segment of the Help Project meets for from three to four hours per week for a ten week term. Two hours of the eleventh week--the final examination period—is allocated to a comprehensive, final examination which includes a short attitude measure. The first week of the term is devoted to an introduction to the course, to tutoring and to fellow students. The remainder of the term is devoted to those activities typically characteristic of most educational psychology classes. The major differences between this class and other educational psychology classes are most noticeable in that: (1) many of the examples used to illustrate psycho-social concepts and principles--especially at the beginning of the course—are related to tutoring; (2) there is a slightly greater focus upon the problems faced by the exceptional student than is common to most educational classes; (3) the presentation of most course concepts and principles is immediately followed by a series of suggestions as to ways in which these ideas can be translated into tutoring/teaching behaviors; and (4) there is a greater tendency to identify the major theoretical positions reflected in many teaching activities (behaviorism, cognitive field theory, humanism) AFTER experiencing tutoring or teaching activities rather than in advance of these activities.

The tutoring usually begins during the second week of the term. Tutors choose their tutoring positions from a master list provided to them at the end of the first week or at the beginning of the second week of the term. Those tutors who are not members of the HELP classes are also provided with an orientation-to-tutoring lecture which usually occurs in the evening at the beginning of the second week of the term. During

most terms, one or two more evening meetings will be provided for those who wish additional interaction. Those tutors who are to work in area schools usually meet with the teachers--in the teachers' classrooms--after school hours during the beginning of the second week of the term. This meeting with their students' teachers serves to orient the tutors to the various school and teacher requirements, policies and expectations as well as to provide the tutors with more specific information concerning tutoring goals (and activities likely to facilitate goal-ward movement). The tutoring itself usually begins during the second week of the term and ends in the tenth or eleventh week. Although most tutors will meet with their students twice each week, some tutors or class aides--especially those who travel beyond the local community--may meet only once each week for a longer period of time. Most twice-weekly meetings last from 35 to 55 minutes--depending upon the tutor, student and school schedules. Tutoring concludes with the tutor providing the sponsor teacher with a summary of the tutoring experience which includes:

(1) tutoring goals (with illustrative behavioral objectives);

(2) a description of the student's approximate beginning and terminal operant levels;

(3) a description of those tutoring approaches which seemed to work--and those that did not appear to be useful; and

(4) a set of suggestions for future tutors.

A copy of this summary report is provided for the project files for the use of future tutors.

The Seminars begin with a seminar leader meeting early in the first week of the term. Since seminar leaders must have already had methods

courses, most are seniors or late juniors. Consequently, one or more new seminar leaders join the group each term. Like the tutors, seminar leaders must learn "on the job." Pairing an inexperienced seminar leader with an experienced one and weekly meetings help seminar leaders learn their jobs. Seminars are formed late in the first week and early in the second week. The four to six person groups meet with their leaders for an hour each week. Tutor logs are turned in weekly. The seminar leaders teach through discussion, modeling, direct instruction, and through use of comments and suggestions written into the log or casebook. Each seminar meets approximately nine to ten times during the term, and most seminar leaders have two groups.

III. Instructional Objectives and Learning Experiences

There are several assumptions concerning the teacher role which underlie many of the objectives and procedures of the tutoring program. Some of these assumptions follow.

1. Most teachers will deal with a diverse group of students--many of whom will face a variety of learning blockages.

2. Exceptional or "atypical" students often present the teacher with more problems and challanges than are presented by more "typical" students.

3. Knowledge about such "exceptional" students might help the teacher to become more successful in assisting all students to achieve school success.

4. The greater the opportunity that the perspective teacher has to examine a variety of procedures useful with "exceptional" student, the more likely it is that these perspective teachers will be able to identify procedures which will meet their own future teaching styles.

5. Tutoring an "exceptional" student will assist the beginning teacher candidate to begin to identify the various diagnostic-prescriptive procedures which can later be built into effective and flexible classroom procedures likely to lead to success for both teacher and student.

6. The effective teacher will approximate the model suggested by J. M. Stephens--a teacher who is capable of functioning as a confident and warmly interactive practitioner while still being capable of later functioning as a scientific theorist able to carefully examine and analyze his own interactions with others.

7. Tutoring; discussing tutoring problems and solutions with other tutors; writing about tutoring; interacting with teachers, other tutors, students and with the ideas of psychologist; and continually re-analyzing these interactions should improve the communication skills (both interpersonal and intrapersonal) of the perspective teacher.

The following description of the tutor's job illustrates some of these ideas.

What is the tutor's job? The tutor is: (1) a friend who develops the child's positive self-concept by providing positive feedback and success experiences; (2) a model with whom the child can identify; (3) a personal teacher who can plan a program specifically tailored to the requirements of the one child; (4) a counselor-friend who can listen to a child's problems and relieve his anxieties (while being careful not to take sides against teacher, friend, or parent, thereby damaging those relationships); and (5) an aid to the teacher who can supplement the teacher's instruction and provide the teacher with information about the child's performance.

Some Objectives of the Program

A. Knowledge of:

1. The needs, motivations, interests and school-related problems of "normal" students, the "exceptional" student, the "disadvantaged" student, the teacher and the college-student tutor.
2. Those behavioral signals which might indicate common school problems related to "atypical" vision, learning, rapidity of learning, learning style, interests or interest levels, self-confidence, school skills, communication skills, and emotional interactions or styles.

3. Tutoring or teaching procedures likely to reduce the school problems of the "typical" or "atypical" student and likely sources of such procedures.
4. The likely interaction existing between the typical (and "atypical") cognitive, physical, moral and emotional developmental patterns--and aspects or demands of the school curriculum and school practices and values.
5. The construction of behavioral objectives likely to reflect those goals shared by the tutor, the teacher, the school student--and possibly by the student's family.
6. The psychological foundations related to those teaching procedures likely to lead to the development of: concepts, principles, skills and attitudes.
7. The psychological principles likely to be related to the maintainence and transfer of abilities and attitudes that have been learned.
8. Several of those theoretical positions which might be used by the classroom teacher to balance the conflicting demands of student and classroom freedom and authority.
9. Those major behaviorist, cognitive and humanist theoretical positions which can be associated with teaching-learning processes.
10. The emotional interactions likely to arise within and between the tutor, teacher, and student.

Those tutors who are tutoring within their own intellectual disciplines are also expected to gain knowledge concerning the scope and sequence of these disciplines as they are expressed in the public

school system--and as they are reflected in the knowledge, behaviors and attitudes of school students and teachers.

B. Skills associated with these areas of knowledge.

The tutor should be able to demonstrate the ability to:

1. Describe and identify procedures which will assist the teacher, student and tutor to identify their own and others' needs, motivations, interests, problems and approaches to problem-solutions.

2. (a) List, describe and identify behavioral indicators which might indicate physical, intellectual, emotional or attitudinal characteristics which might require special school procedures to promote school success.

(b) Describe procedures likely to be useful in the identification of such student-school discontinuities.

3. (a) Describe sources likely to provide a teacher or tutor with suggestions for useful procedures, and demonstrate the ability to elicit such information from others.

(b) Describe, identify, demonstrate and evaluate tutoring and teaching procedures likely to assist a variety of students to achieve school success.

4. (a) Describe and identify the major stages of human cognitive, physical, moral and emotional development which are expressed in the theories of the major IQ testers, Piaget, Erikson, Kohlberg, and Maslow--and which are reflected in school curricula and policies.

(b) Describe and identify some of the more common school and

personal problems likely to be associated with "atypical" patterns of development.

(c) Describe and identify some possible teacher-tutor-student procedures or policies which might reduce such development-related problems.

5. (a) Construct, identify, modify and evaluate behavioral objectives (Mager-style, Gronlund-style, and goal-card style) which translate cognitive, affective, psycho-motor and social goals into terms of observable student behaviors.

(b) Evaluate personal and teaching goals in terms of the degree to which behavioral objective are appropriate reflections of these goals.

(c) Describe the assumptions, advantages and disadvantages associated with the use of behavioral objectives of differing types.

6. Describe, identify, demonstrate and analyze teaching procedures associated with the development of concepts, principles, skills and attitudes.

7. Describe the major psychological positions related to human memory and to the transfer of learned abilities and attitudes—and identify the behaviorist, cognitive and humanist approaches to these problems.

8. (a) Describe the assumptions, advantages and disadvantages associated with behavior modification, the Rogerian-Ginott-Gordon communications procedures, and at least one other classroom management approach (Reality Therapy, Cognitive Field Theory, the Adlerian-Driekur's position, etc.).

(b) Describe the resolution of typical classroom, tutoring or interpersonal problems through use of one or more of these procedures.

(c) Demonstrate and analyze the usefulness of some of the subskills associated with these procedures (descriptive praise, empathetic listening, positive reinforcement, extinction, joint planning and commitment procedures, etc.).

9. Describe and identify the major advantages, disadvantages, strengths, weaknesses and applications of the behaviorist, cognitive and humanist theories.

10. Identify, describe, and assist others to identify and describe emotional and intellectual responses to teaching and tutoring responsibilities and procedures.

Re: Skills related to the tutors' academic discipline—the tutors should be able to identify the knowledges, attitudes and skills of their own disciplines that relate to the school level of their students; order these as in a goal-card sequence appropriate to the goals of the tutoring situation; and assist their student to gain success in the development of these goals.

C. Attitudes and Values (an abbreviated list)

The tutor should indicate willingness to attend to, respond voluntarily to, and demonstrate that they value the previously described skills and knowledges by:

1. Assessing their own, their classmates; and their student's needs, interests and motivations related to school policies and procedures.

2. Devising an organized approach to the identification of their own, their classmates' and their student's strengths and deficiencies.
3. Displaying willingness to search for and develop success-producing tutoring and teaching procedures.
4. Displaying willingness to read and evaluate developmental theory and describe the relationships between developmental theory and teaching-tutoring-learning activities.
5. Constructing and evaluating behavioral objectives consonant with their own and their student's goals.
6. Demonstrating teaching activities related to skills, concepts, principles, and attitudes--and being willing to read about and evaluate others' suggestions in this area.
7. Attempting to identify and/or employ procedures likely to lead to transfer and retention of learning—and being willing to evaluate and express their conclusions regarding their own and other's attempts.
8. Organizing a personal approach to the promotion of effective classroom control but being willing to examine and evaluate the ideas of others--and to use those ideas in trial situations while maintaining a responsible attitude which precludes these trials being harmful to others.
9. Being willing to search for and identify examples of major psycho-social theories as they occur in natural or contrived classroom (or non-classroom) situations—and being willing to describe these insights to others.
10. Being willing to examine and express their own attitudes and

responses to their reading, tutoring activities and to other related matters--while also being willing to listen to others when they describe their own responses.

A general objective: Students should be willing to examine their own and others' actions in the light of psycho-social theories of behavior presented in their classes, readings and discussions—and should be willing to express their conclusions and encourage similar expression from others.

IV. Estimated Costs for Compliance to Standard(s)

Data presented in this section are based upon 1975 Fall Quarter enrollments and expenditures.

Faculty salaries have been adjusted to represent the average rather than the real figure for the rank(s) reflected by individuals currently assigned to the program component. Should faculty ranks vary, costs would be affected accordingly.

Other expenditures reported reflect real monies expended in the quarter of record.

A. Personnel

Faculty by Rank	
Instructor	2/3
Total Faculty Salaries	$ 2824.00
Cost per 1 FTE Faculty Member	4233.00
Total Student Credit Hours Generated	216
SCH Production per 1 FTE Faculty Member	323.83
Cost per SCH for Personnel	$ 13.07
Total FTE Students	14.4
Total FTE Faculty	2/3
Student/Faculty Ratio	21.6 to 1

B. Materials, Transportation, Etc.

Instructional materials are provided through departmental operating budgets on the same basis as that given traditional classes.

Additional costs endemic to this program component are shown below:

Temporary Employment (Student Assistants)	$ 843.48
Cost per SCH for "Materials"	3.91

C. Facilities

This program component uses the same college/university facilities (space, resources, etc.) accorded traditional sections of EDFI 302. To date there has been no cost incurred in the use of school sites.

Additional Facilities Cost	-0-
Cost per SCH for Additional Facilities	-0-
Total Cost per SCH	$ 16.98

V. Syllabi For Each Course.

Since the Help Project consists of a variant of the regular educational psychology course, much of the following refers to this course, (EDFI 302). The Seminar experience was once an integral part of this course, and this seminar time was taken from the regular class meeting time. More recently, the hour per week seminar and some of the associated tutoring experience is offered as a separate, one credit hour class: EDFI 490, Independent Study in Educational Foundations and Inquiry: Guided Tutoring Experiences.

A. Course Title: EDFI 302, Educational Psychology.

B. Credit hours: Four quarter hours.

C. Catalog Description: Concepts and factors affecting the application of psychological principles to the educative process. Required of each education major and of a student applying for certification.

D. Prerequisites: A general survey course in psychology.

E. Course Objectives: The course objectives relate to the application of major psycho-social theories--most notably the behaviorist theories; the cognitive-field theories; the humanistic theories; and those ideas derived from empirical investigation of teaching-learning-developmental processes--to the practices and policies of the American school system. More specific objectives are related in a previous section (Section III).

Course Content: The course content can be divided into four major units.

I. Psychological descriptions of the people in the school system: the needs, motivations, interests and problems of the "typical,"

"atypical" and "disadvantaged" student, of the tutor or class aide, and of the school teacher.

II. The developmental processes of the student and the teacher—and their interaction with school curricula: the age level characteristics of school personnel; the developmental theories of the major theorists; and selected expectations attributable to school curricula, practices and policies.

III. Teaching and learning theories and processes as they relate to: skill learning, concept learning, attitude development, forgetting, transfer and study skills.

IV. Classroom discipline, student self-control, and classroom atmosphere: the theories and associated practices identified with behavior modification; with communications patterns and the "non-directive" positions of Rogers, Ginott, Axline and Gordon; the Reality Therapy system of Glasser; and other positions identified with other theoretical and/or empirical approaches to classroom and interpersonal interactions.

V. Classroom and tutoring procedures which relate to psychosocial theory.

F. Bibliography: attached.

G. Instructional Strategies: The classroom instructional strategies include those activities traditionally associated with most classes in educational psychology--lectures, reading, tests, lecture discussions, movies, film-strips, audio-tutorial, audio-visual tutorial, seminars, and independent study and class reports. In addition to these traditional activities, students function as

tutors or class aides; teach skills, concepts and principles to fellow students; interveiw school teachers; develop, describe and analyze lessons to be presented to their classmates and to their tutored-students; and engage in a variety of small-group, values clarification activities intended to promote attitudinal objectives. Starting in the Spring of 1976, part of one class each week will be set aside to demonstrate a different procedure applicable to medium-size whole class instruction. Another weekly period will be devoted to peer-teaching activities.

Bibliography:

A. Required Texts:

(1) Psychology Applied to Teaching (2nd edition) by Robert Biehler. Houghton Mifflin Company, Boston, 1974.

(2) Teacher and Child by Haim Ginott. Avon Books, New York, 1975.

(3) The student workbook associated with the Biehler text:

B. Strongly Suggested References:

(1) Values Clarification by S. Simon, L. Howe, and H. Kirschenbaum. Hart Publishing Co., Inc., New York, 1972.

(2) Stating Behavioral Objectives for Classroom Instruction by Norman Gronlund. The Macmillan Company, New York, 1970.

(3) Preparing Instructional Objectives by Robert Mager. Fearon, Palo Alto, 1962.

C. Readings Related to Special Topics

Other References

VI. Other Curricular Information

A. The objectives presented in Section IIIA can be amplified and expanded. Some of the knowledge objectives to be derived from the reading assignments associated with Unit I are presented here as an illustration.

Indicate, in order from lowest to highest, the three types of mentally retarded individuals discussed in Chapter 13, and indicate the IQ range and approximate MA range of each.

Indicate the specific meaning of subaverage in the A.A.M.D. definition of mental retardation.

The A.A.M.D. definition of mental retardation specifies that subaverage intellectual functioning is reflected in impairment of three types of adaptive behavior. Note and explain two of these.

Indicate the terms used for the kinds of special classes for the mentally retarded found in most school districts, and under each type note two characteristics of pupils who attend such classes.

Note two types of behavior that might indicate a student has a visual problem.

Note two types of behavior that might indicate a student has a hearing problem.

Give a one-or two-sentence description of the midlife behavior and adjustment of mentally retarded individuals (as reported by (W.A. Charles).

Summarize the behavior at midlife of gifted individuals (as reported by Terman and Oden).

Explain what is meant by a low convulsive threshold in discussions of epilepsy.

learners.

Note two general techniques given in the text for teaching rapid learners through enrichment in the classroom.

Describe a guideline noted in the text for teaching children with hearing handicaps.

Describe a guideline noted in the text for dealing with a student who stutters.

Describe the techniques noted in the text for dealing with a student who experiences a grand mal epileptic seizure in class.

B. Grading: The class grades are determined through use of a mastery approach similar to that described by Biehler in pages 548 to 563 of his text. There is a test on each topic-unit, and each unit test score may be replaced through improved performance on a make-up test. Course grade is determined from unit mastery test scores, from the score on the final examination, and from satisfactory completion of various class projects. The tutoring-seminar grade is determined by the seminar leaders and represents mastery of tutoring plans and descriptions as presented in the tutor's casebook--and the meeting of attitudinal objectives as reflected in participation in seminar discussions and in tutoring. A seminar leader's checklist is attached.

SEMINAR LEADER'S REPORT

Tutor's name _____ Seminar Leader _____

Appropriated course (circle) EDFI 302 EDFI 342 other _____

Tutor's (circle) Wood Burke Rabin other _____

Overall grade for seminar: A+ A A- B+ B B- C+ C C- D F I

casebook grade: A+ A A- B+ B B- C+ C C- D F I

participation: A+ A A- B+ B B- C+ C C- D F I

Other _____: A+ A A- B+ B B- C+ C C- D F I

Comments: (further comments on back)

Some casebook or seminar criteria follow. Grade and/or comment as appropriate.

CASEBOOK OR LOG

1. General appearance:
2. Clarity of long range goals:
3. Behaviorally-defined lesson objectives:
4. Clear relationship between objectives and goals:
5. Clear lesson procedures:
6. Procedures related to goals/objectives
7. Do lessons begin as to elicit attention/interest:
8. Lesson development:
9. Lesson ending provides closure/future interest:
10. Success indicators (obvious to student) built into lesson:
11. Clear description of lessons:
12. Variety of approaches/initiative:

SUMMARY

1. Clear communication to others:
2. A reflection of effective English usage:
3. Positive and useful suggestions:

PARTICIPATION-CONTRIBUTION TO SEMINAR

1. Frequency-consistency of attendance:
2. Willingness/Ability to listen to/ value other ideas:
3. Willingness/Ability to contribute ideas:
4. Willingness/Ability to assist others:
5. Willingness/Ability to share emotions (not an obligation)

OTHER

1. Willingness/Ability to integrate theory and practice (class textx/tutoring/seminar):
2. Willingness/Ability to understand views, values of student:
3. Willingness/Ability to understand views, values of tutee's teacher or parent:

References

Although any introductory, educational or developmental psychology text will provide an extensive bibliography, the following references might be of interest.

I. Journals: pages *37 to 41 provides us with a list of journals of possible interest. (*Biehler's text)

II. Research Summaries: see Biehler, pages 38-39.

The Annual Review of Psychology, Palo Alto, California, provides us with a series of current, in-depth surveys of various psychological areas.

O.K. Buros has edited seven Mental Measurements Yearbooks which provide reviews and descriptions of most published tests, and the following three references describe much of the recent research in education:

Gage, N.L. (ed.), 1963. Handbook of Research on Teaching. Chicago: Rand McNally.

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